

# Sudanese Learners of English in Uganda: Motivations, Challenges and Obstacles

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**Abstract:** English serves as the primary medium of communication in Uganda, making its acquisition essential for Sudanese learners residing in the country. This study investigates the factors motivating Sudanese migrants to learn English, the challenges and obstacles they encounter in the learning process, and the effectiveness of the educational environment in meeting their needs and demands. The research focuses on three language institutes in Kampala, where a structured questionnaire was administered to Sudanese learners who relocated due to the 2023 war into Sudan. The study attempts to explore key linguistic challenges, including difficulties in listening, speaking, and writing, and evaluates the adequacy of the curriculum, teaching methodologies, and institutional facilities. Since it is quantitative and descriptive in nature, the study aims at revealing, through the six parts of the questionnaire, a host of statistical evidence that shapes the findings and conclusions. It has been concluded that listening and speaking skills pose the greatest challenges, alongside limitations in writing proficiency. The study explains that housing and answering questions are the main reasons for joining the study course. The study also highlights the need for curriculum adjustments, improved teaching strategies, and enhanced institutional support to facilitate more effective language acquisition. The results are presented through statistical diagrams, offering valuable insights for educators and policymakers seeking to improve English language education for Sudanese learners in Uganda.

**Keywords:** Sudanese, learners, participants, challenges, obstacles, motivations, refugees, Uganda

## INTRODUCTION

Among other reasons, war causes Sudanese to migrate and immigrate. Uganda, the beautiful African country, is one of the destinations chosen by a remarkable number of Sudanese seeking better life conditions, which are available in Uganda. As English is spoken widely in Uganda, Sudanese face the challenge of learning and mastering the language in order to communicate easily.

For Sudanese refugees, learning English is a challenge and necessity. Displaced from their homes and thrust into unfamiliar environments, many see English as a key to stability, opportunity and belonging. Yet, their path to proficiency is often obstructed by limited resources, psychological barriers and financial constraints, making their pursuit a testament to resilience.

Refugees face significant hurdles. Overcrowded camps and limited access to formal education restrict learning opportunities. The trauma of displacement can weaken concentration and motivation, while financial struggles make quality English courses inaccessible. Varying educational backgrounds further slow progress, and cultural differences make mastering idioms and communication styles daunting.

Despite these barriers, their motivation is profound. English opens doors to employment, education, and social integration. It provides access to vital information, facilitates communication with aid organizations, and supports long-term relocation goals. For many, learning English is not just about language, it's about reclaiming agency and building a future.

This research paper explores the obstacles, challenges and motivations shaping Sudanese refugees' English-learning journey, highlighting their determination to overcome adversity. Refugees face several challenges in learning English, often driven by a mix of necessity and ambition.

## LITERATURE REVIEW

### Theoretical Perspective

With about 1.7 million people escaping conflict and natural catastrophes from all over the continent, Uganda is the greatest host nation for refugees in Africa. It also boasts one of the most distinctive refugee policies in Africa, if not the entire globe. Land, education, healthcare, vocational training, and employment are all made available to refugees. However, services are now overburdened due to a constant influx of refugees and dwindling resources (*Civil Protection and Humanitarian Aid Operations*, 2024).

The majority of the 174,000 officially recognized refugees in Uganda are from the country's northern neighbor, Sudan (Sudanese refugees in northern Uganda: from one conflict to the next, 2024). Literature review on the topic of Sudanese refugees learning English would involve examining research on refugee education, language acquisition challenges, and the specific socio-cultural context of Sudanese refugees. Here's an overview of key areas and findings commonly discussed in relevant literature.

### Refugee Education and Language Acquisition

Research highlights that refugees often face unique barriers in acquiring new languages, especially in contexts where they lack stable access to educational resources. For instance, studies by Dryden-Peterson (2011) and McBrien (2005) underscore that refugees' language education is frequently hindered by inconsistent schooling, trauma, and limited institutional support. These factors

disrupt traditional learning patterns and can slow language acquisition, impacting both academic and social integration.

#### **Socioeconomic Barriers to Learning English**

Literature suggests that socioeconomic status significantly affects access to quality language education. Dryden-Peterson & Giles (2010) discuss how the lack of financial stability among refugees limits their ability to afford private lessons or acquire study materials. Sudanese refugees, who often arrive in host countries with little or no financial support, encounter these obstacles, which make achieving fluency in English difficult.

#### **Psychological and Emotional Impacts on Language Learning**

Research on trauma and psychological well-being in refugee populations shows that exposure to conflict can influence learning ability, particularly with language acquisition. A study by Rousseau and Drapeau (2000), points out that trauma can interfere with cognitive processing and memory retention, two vital components of language learning. For Sudanese refugees, this trauma can manifest anxiety or difficulty concentrating which hinders progress in mastering English.

#### **Importance of Language for Integration and Identity**

Numerous studies indicate that language acquisition plays a critical role in social integration and identity formation for refugees. According to Norton (2013), language learning is often tied to individuals' sense of belonging and personal identity in new environments. Sudanese refugees, especially those resettling in English-speaking countries, see learning English as a means of establishing connections, building relationships, and integrating into society. Research also suggests that mastering English is perceived as a key factor in overcoming social isolation (Brown, Miller & Mitchell, 2006).

#### **Language Learning as a Pathway to Employment**

Literature supports the idea that language skills significantly affect employment opportunities for refugees. Several studies (Ager & Strang, 2008; Bloch, 2002) illustrate how language proficiency enhances job prospects, which is a primary motivation for Sudanese refugees to learn English. Research by Cheung and Phillimore (2014), has shown that English-speaking ability is correlated with higher employment rates among refugees, as it allows them to navigate job markets and communicate with potential employers.

#### **Educational Gaps and Varying Literacy Levels**

Studies indicate that Sudanese refugees come from diverse educational backgrounds, impacting their readiness to learn English. Sudan's complex history of conflict has disrupted formal education, leaving many refugees with little prior schooling (Shandy, 2007). Literature reviews by Bigelow and Tarone (2004) show that low literacy levels in their native languages make it more challenging for learners to achieve fluency in English, as they may lack foundational skills in reading and writing.

#### **Impact of Host Country Policies**

The policies of host countries, including access to language programs and social services, significantly affect refugees' language learning experiences.

Research by Wilkinson and Garcea (2017) highlights that supportive governmental policies, such as subsidized language courses and integration support, facilitate and speed up more effective language acquisition. In countries with less supportive systems, Sudanese refugees may experience slower progress and struggle to access essential resources for learning English.

### **Summary**

The literature on Sudanese refugees and English language acquisition underscores the multi-dimensional nature of the challenges they face. Socioeconomic limitations, trauma, inconsistent educational backgrounds, and the influence of host country policies are recurring themes. Despite these obstacles, studies affirm that English is crucial for social integration, identity formation, and economic stability, making it a highly valued skill among Sudanese refugees. This body of research provides a foundation for understanding both the barriers and motivations that shape their language learning experiences, and points to the importance of targeted support.

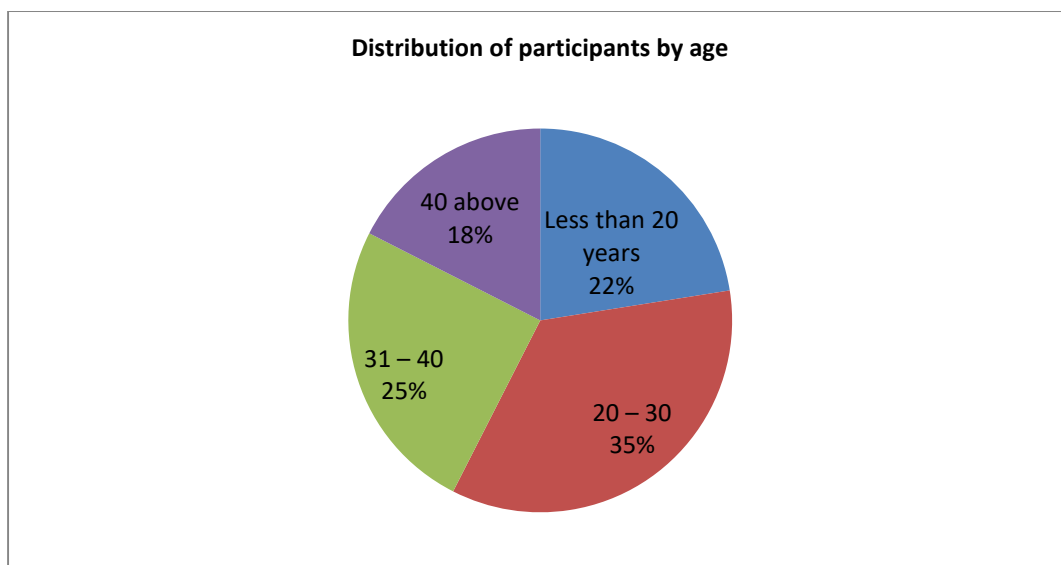
## **Methodology**

This section describes the methodology used to explore Sudanese English learners' challenges, in Uganda. We begin with the first part of the questionnaire which is concerned with demographic information about the subjects of the study in relation to age (1.1), gender (1.2) and education level (1.3). This is followed by a description and analysis of the subjects' responses to other five parts of the questionnaire. The results of the questionnaire were tabulated in diagrams, and discussed in depth in order to shape the findings, conclusions and recommendations.

### **The Participants**

The Community of the Study were Sudanese refugees who study English language at certain institutes in Kampala, Uganda. The study sample were forty learners / participants from three institutes. They were chosen to conduct the questionnaire. The selection was random. The learners were asked to complete the questionnaire with the help of their administration. The following is a description of the participants in terms of age, gender and level of education.

Diagram 1.1: Distribution of participants according to age



It is clear from diagram (1.1) that the number of participants (less than 20 years) is (9), at a rate of (22%), while the number of those between the ages of (20-30) years is (14), at a rate of (35%). As for the participants whose ages ranged between (31-40) years, the number reached (10), representing (25%) of the total participants surveyed. The number of participants over 40 years are (7) at a rate of (18%). This indicates the quality of participants and their ability to understand the questionnaire statements and answer them easily.

Diagram 1.2: Distribution of participants according to gender

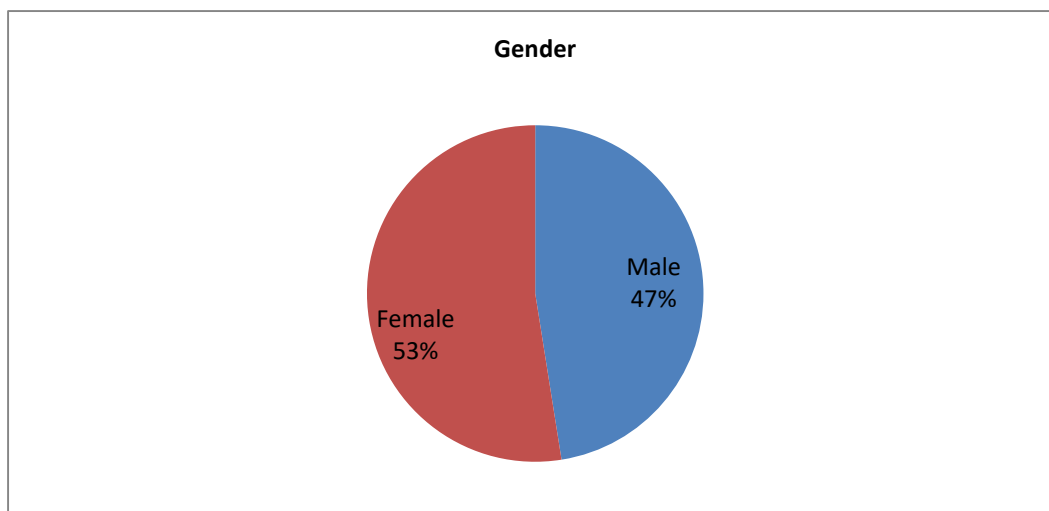
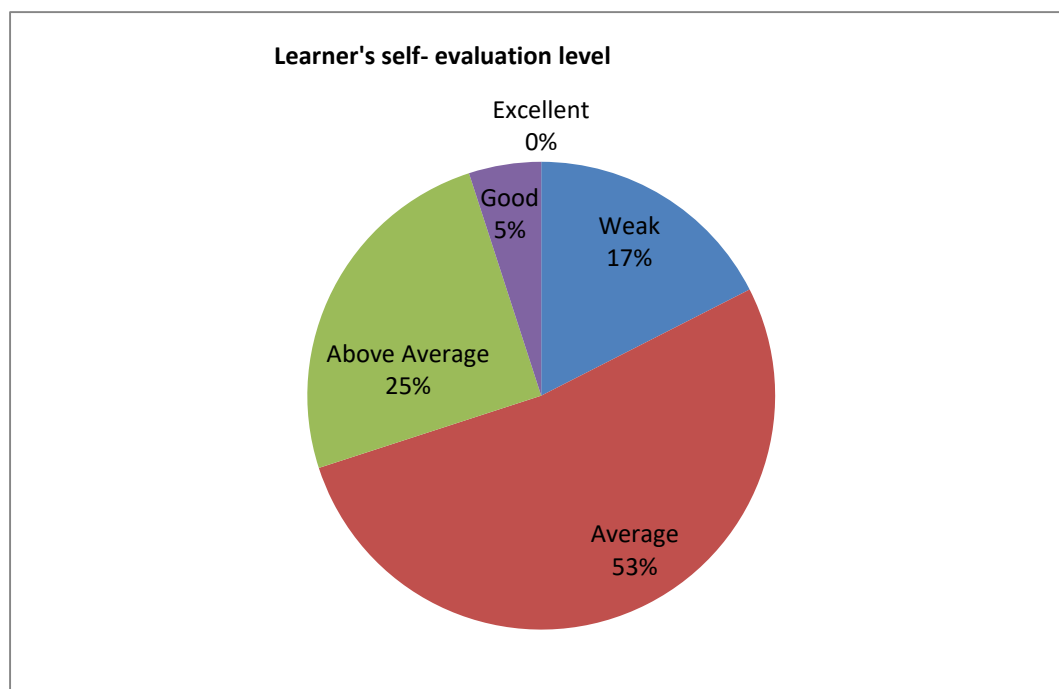


Diagram (1.2) checks the frequency distribution of the participants according to the gender variable. It is clear from the diagram above that the number of male members is (19) at a rate of (47%), while the number of females is (21) at a rate of (53%). This indicates that the women who study at the institutes of Kampala are more than men.

Diagram 1.3: The participants' self-evaluation level of English before the start of the course



It is clear from diagram (1.3) that the number of participants who evaluate themselves as weak in English is (7), at a rate of (17%), while the number of those who evaluate themselves as average is (21), at a rate of (53%). The participants who evaluate themselves as above average are (10), at a rate of (25%). The participants who evaluate themselves as good are only (2), at a rate of (5%). Never the less, none of the participants evaluates him/herself as excellent. That is to say, the majority of the learners evaluate themselves as average.

#### **Measuring Instrument: The Questionnaire**

The instrument used to collect data for this study was a questionnaire, which was structured into six distinct parts. The first part gathered demographic information about the participants of the study. The second part was related to the participants' level of English before the start of the course. The third part explored the reasons why the participants chose to study English. The fourth part investigated the participants' preferred teachers' mother tongue, while the fifth part addressed the participants' desire to have a chance for change or improvement. Finally, the last part focused on the four core skills of English; listening, speaking, reading, and writing, and examining the participants' perspectives and experiences with each skill.

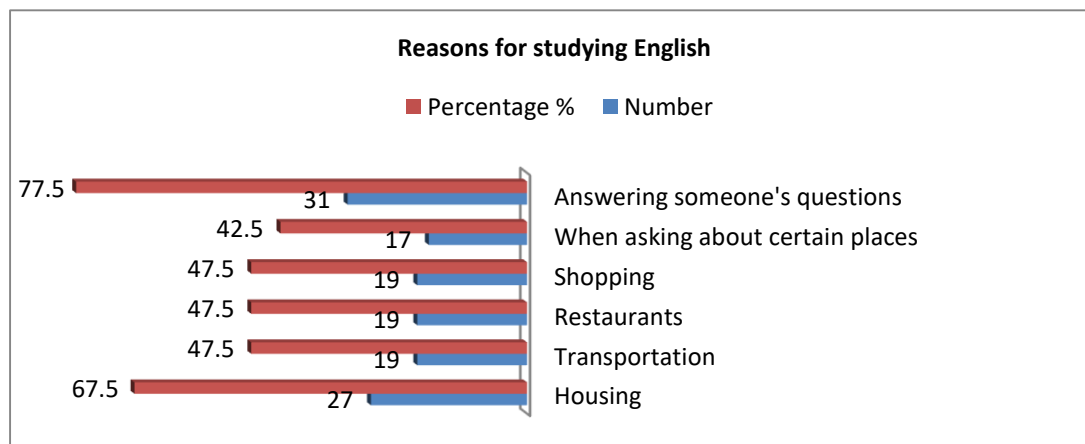
#### **Procedures**

The questionnaire was designed and analyzed by the author using Excel software. It was distributed by hand to the participants, who were given ample time to complete it. Prior to filling out the questionnaire, participants were informed that their responses would contribute to the improvement of English language learning. They were also assured that their answers would remain confidential and would only be accessible to the researchers involved in the study.

## RESULTS AND DISCUSSION

This section presents the analysis of data concerning the frequency and percentage of responses for each statement in the questionnaire, specifically focusing on the challenges faced by Sudanese learners of English at the institutes in Kampala.

Diagram 4.4: Distribution of participants by the reasons of promotion



The data presented in Diagram (4.4) offers valuable insights into the various reasons participants are motivated to study English. Learners / participants were allowed to select multiple options, acknowledging that their motivations might be diverse and interconnected

The primary reason cited by participants for studying English is the ability to answer questions if asked, with 31 participants, representing 77.5% of the participants, identifying this as their main objective. This highlights the importance of practical communication skills, as learners prioritize the capacity to interact confidently and respond appropriately in real-life situations. Following this, 27 participants (67.5%) indicated housing-related needs as a driving factor, suggesting that proficiency in English is essential for navigating housing arrangements, whether for securing accommodations, understanding contracts, or communicating with landlords.

Other significant motivations include transportation, restaurants, and shopping, with 19 participants (47.5%) selecting this reason. This reflects the learners / participants' desire to enhance their everyday experiences and interactions in environments where English is commonly used. Additionally, 17 participants (42.5%) emphasized the need to ask about certain places, demonstrating the relevance of location-based communication, such as giving or understanding directions or seeking assistance.

The data reveals how learners' / participants' motivations are closely tied to practical and functional aspects of daily life. Institutions can use these insights to tailor English courses, focusing on conversational skills and situational language that address learners' immediate needs. By aligning course content with these motivations, educators can create a more meaningful and engaging learning experience, ultimately leading to better outcomes for the learners.

Diagram 4.5: Distribution of participants by their preferences

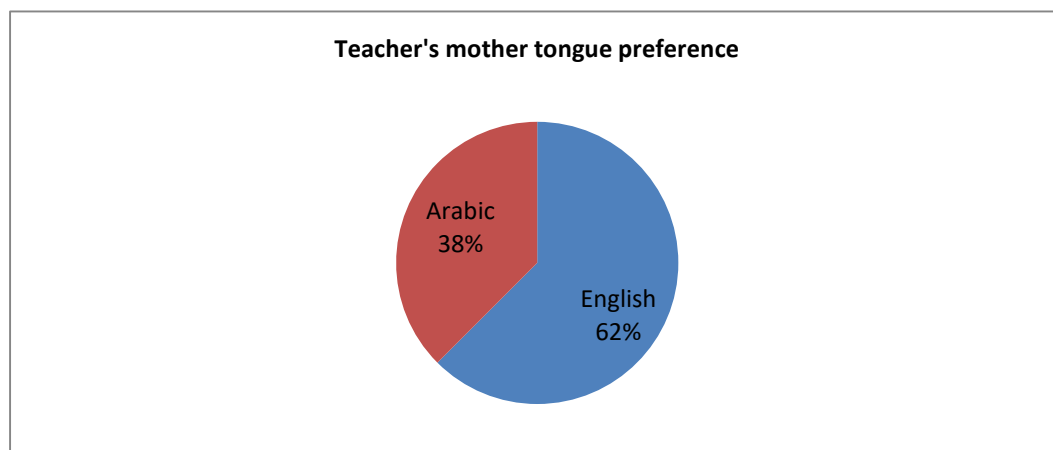
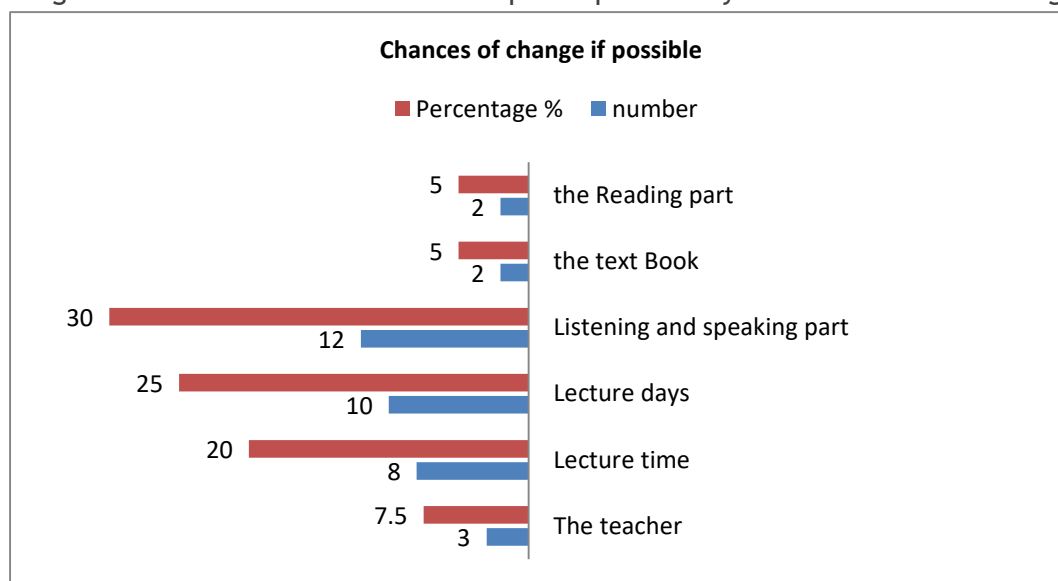


Diagram (4.5) illustrates the distribution of participants based on their preferences for teachers' languages, highlighting a notable trend among learners. The majority of the participants comprising 25 individuals and accounting for 62%, demonstrated a preference for teachers whose mother tongue is English. This preference may reflect participants' perception that native English-speaking teachers possess superior pronunciation, fluency, and cultural insight, which could contribute to a more immersive learning experience. Additionally, some participants might associate native speakers with enhanced mastery of idiomatic expressions and real-world application of the language, aligning with their aspirations for advanced proficiency.

On the other hand, a smaller portion of the participants, consisting of 15 individuals or 38%, expressed a preference for teachers whose mother tongue is Arabic. This choice could be driven by factors such as ease of communication, where learners feel more comfortable engaging with teachers who share their linguistic background, potentially reducing the barriers to understanding complex concepts. Moreover, learners might believe that Arabic-speaking teachers possess a deeper comprehension of their cultural and educational needs, tailoring their teaching styles accordingly. The data underscores the diverse motivations shaping participants' preferences, offering valuable insights for educational institutions aiming to balance these perspectives in language programs.



Diagram 4.6: Distribution of participants by chances of change



The data depicted in Diagram (4.6) highlights various aspects participants wish to change regarding their English learning experience in institutes. The study allowed participants to choose more than one option, reflecting the multifaceted nature of their preferences.

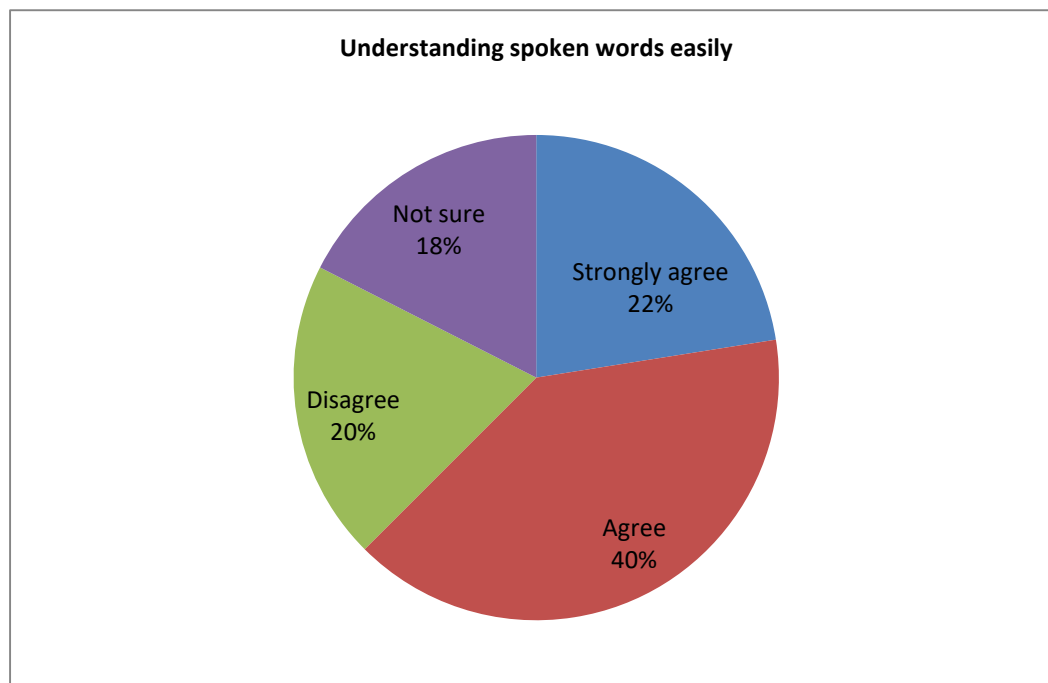
A small portion of the participants, consisting of 3 members (7.5%), expressed the desire to change their teacher, potentially suggesting dissatisfaction with teaching methods or a mismatch in expectations. A larger group, comprising 8 participants (20%), indicated a preference for altering the lecture timing, which could be attributed to conflicts with their schedules or personal productivity patterns. Similarly, 10 participants (25%) preferred changes to the lecture days, perhaps in search of more convenient or accessible arrangements that better align with their commitments.

The majority of the participants, represented by 12 members (30%), demonstrated a desire to modify the listening and speaking component of their lessons. This preference might stem from an acknowledgment of the importance of these skills in achieving fluency or dissatisfaction with the current format or effectiveness of these activities. On the other hand, only 2 participants (5%) expressed an interest in changing the textbook, suggesting that most learners might find the existing materials satisfactory. An equally small group, 2 participants (5%), favored changes to the reading component, which might indicate limited focus or importance placed on this area within the curriculum.

This distribution underscores the varying priorities among learners, shedding light on areas of potential improvement for English learning programs. Addressing the concerns regarding listening and speaking, lecture schedules, and other preferences could lead to a more tailored and effective educational experience. Institutions might use this data to refine their teaching strategies and optimize their resources for enhanced learner satisfaction and outcomes.

Diagram 4.7: Distribution of participants by choosing the suitable option for item 1:

"During the lecture, I can understand all the spoken words easily."



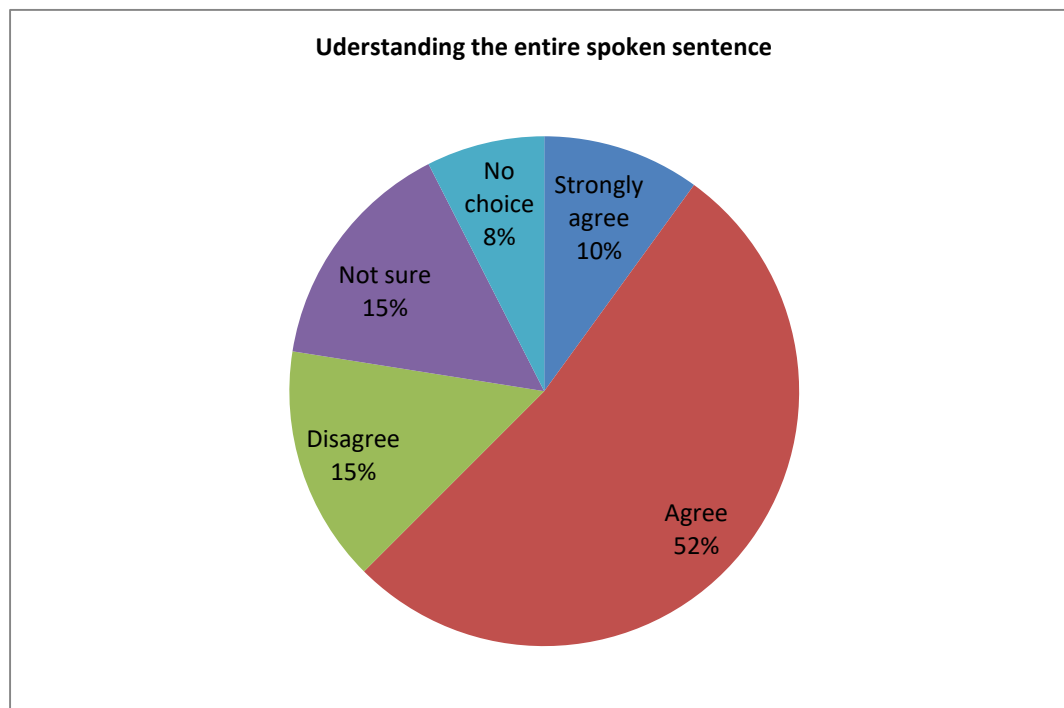
The data presented in Diagram (4.7) highlights participants' perceptions of their ability to understand spoken words during lectures. The responses reveal a diverse range of opinions within the participants. A minority of participants, totaling 4 members (22%), selected "Strongly agree," indicating a high level of confidence in their comprehension during lectures. This group likely feels well-equipped to grasp the spoken content without difficulty, reflecting a strong alignment between their listening skills and the teaching methods employed.

The largest segment of the participants, comprising 16 members (40%), opted for "Agree." These participants generally perceive themselves as capable of understanding spoken words during lectures, although their confidence might not be as absolute as those who selected "Strongly agree." This majority suggests that the lecture format and delivery are effective for many learners, even if there is room for improvement in certain areas.

A significant proportion of the participants, consisting of 8 members (20%), expressed disagreement, pointing to challenges in comprehending spoken content during lectures. This could indicate issues such as unclear articulation, complex vocabulary, or gaps in listening skills, which may hinder their ability to follow along effectively. Meanwhile, 7 participants (18%) selected "Not sure," reflecting uncertainty in their own comprehension abilities, which might stem from inconsistent experiences or varying levels of lecture difficulties.

Diagram 4.8: Distribution of participants by choosing the suitable option for item 2:

"During the lecture, I can understand the entire spoken sentences easily".



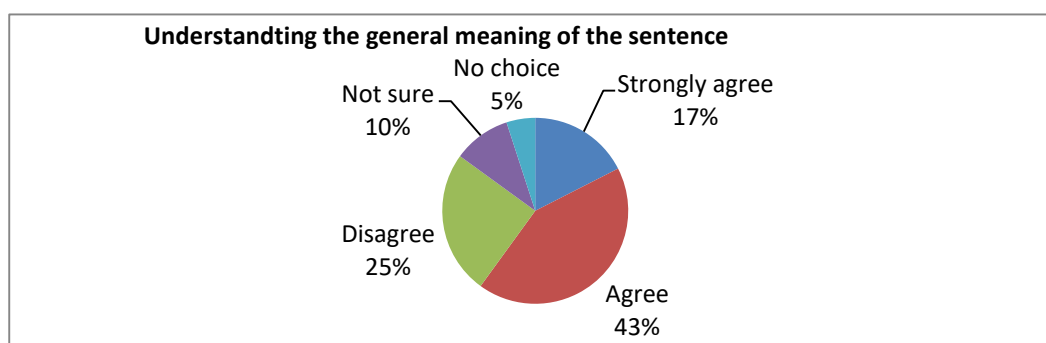
The data from Diagram (4.8) provides an overview of participants' perceptions regarding their ability to easily understand entire spoken sentences during lectures. The responses reflect a varied distribution among the participants. Only 4 members, representing (10%) of the participants, selected "Strongly agree," indicating a high level of confidence in their ability to comprehend spoken sentences without difficulty. This group likely finds the lecture delivery highly effective and well-suited to their listening skills.

The majority of participants, comprising 21 members (52%), answered "Agree," suggesting that they generally find lectures comprehensible but may encounter occasional challenges. This indicates that while the teaching methods and content delivery are effective for many, there might still be areas for improvement to further enhance understanding.

A smaller group of 6 participants, (15%) expressed disagreement, highlighting significant struggles in understanding spoken sentences during lectures. This might point to factors such as unclear articulation, complex vocabulary, or gaps in listening skills, creating barriers to comprehension. Other 6 participants (15%) selected "Not sure," indicating uncertainty in their own ability to consistently grasp spoken sentences during lectures, possibly reflecting varying experiences or lecture difficulties.

Interestingly, 3 participants (8%) opted not to choose any response, which could suggest indecision or a lack of engagement with the item. This portion may represent learners who feel disconnected from the topic or have varying levels of confidence based on specific situations.

Diagram 4.9: Distribution of participants by choosing the suitable option for item 3: "During the lecture, I understand the general meaning of the sentence. I do not focus on the words individually".



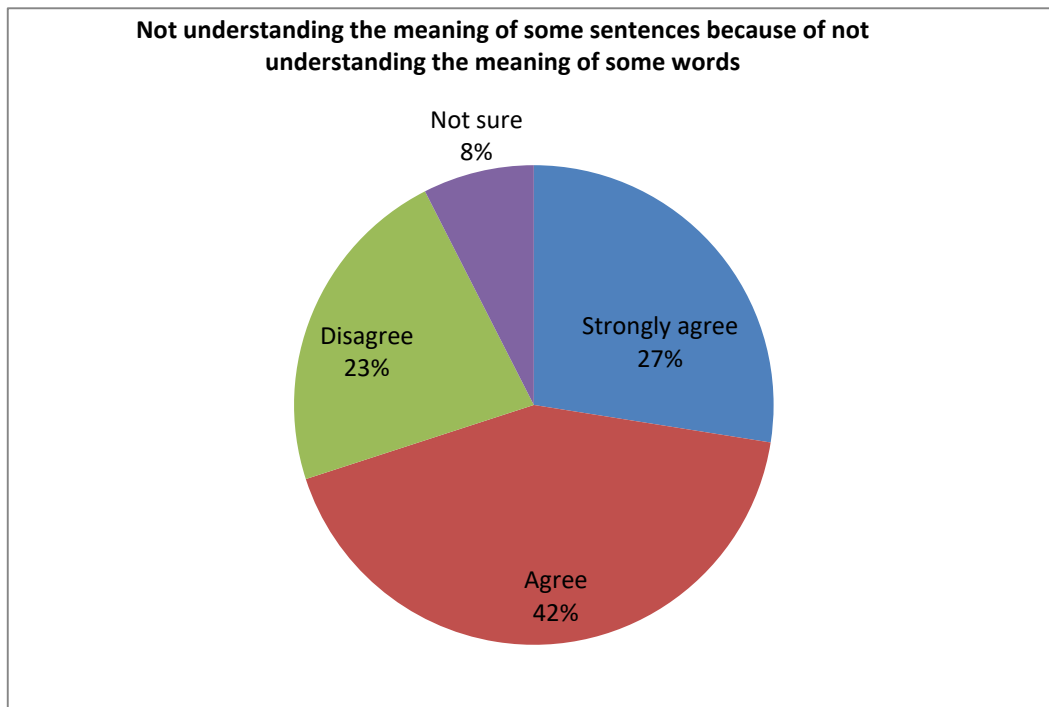
According to Diagram (4.9), a total of 7 participants (17%) selected "Strongly agree", indicating a high level of confidence in their ability to grasp overall meaning during lectures without focusing on each word. The majority—17 participants (43%)—chose "Agree", suggesting that most respondents generally understand the main idea while listening, though perhaps with slightly less confidence than those who strongly agreed.

Meanwhile, 10 participants (25%) selected "Disagree", which implies a significant portion of the sample struggles to understand the general meaning without focusing on individual words. This may indicate difficulty in processing spoken information holistically.

A smaller group—4 participants (10%)—chose "Not sure", showing uncertainty about their listening strategy or awareness of how they process lecture content. Finally, 2 participants (5%) gave no response, which might reflect disengagement, indecision, or an oversight.

The data shows a generally positive trend, with (60%) (Strongly agree + Agree) expressing confidence in their ability to understand the gist during lectures. However, the (25%) who disagreed is notable, suggesting that a quarter of the sample may require support in developing effective listening strategies. The "Not sure" and non-responses also highlight the importance of raising participants' awareness about their own listening habits.

Diagram 4.10: Distribution of participants by choosing the suitable option for item 4: "During the lecture, I sometimes do not understand the meaning of some sentences because I do not understand the meaning of some words".

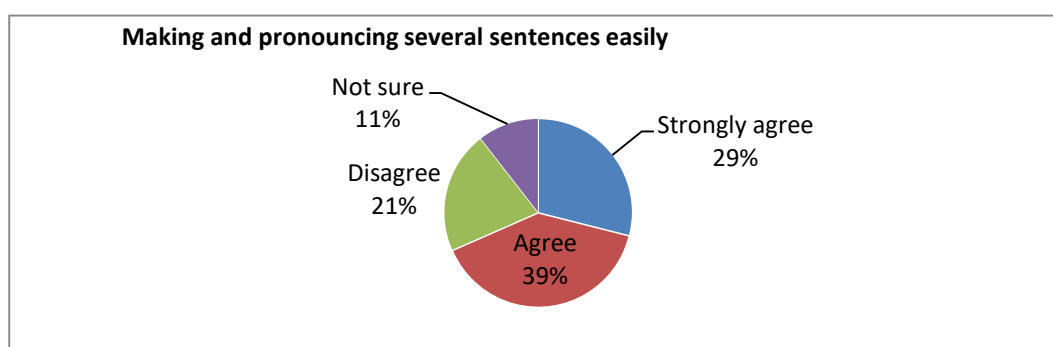


According to Diagram (4.10), a total of 11 participants (27%) selected "Strongly agree", indicating a significant number of participants face challenges in understanding lectures due to unfamiliar vocabulary. The largest group—17 participants (42%)—chose "Agree", reinforcing the observation that word-level comprehension issues are a common barrier to sentence-level understanding.

On the other hand, 9 participants (23%) chose "Disagree", suggesting that nearly a quarter of the participants are less affected by individual word meanings when trying to comprehend full sentences. Additionally, 3 participants (8%) responded with "Not sure", which may point to a lack of self-awareness regarding their comprehension difficulties or inconsistency in their listening experiences.

The data highlights a clear trend: nearly (70%), Strongly agree + Agree, of participants struggle at times to grasp the full meaning of lecture content due to unknown vocabulary. This suggests a strong need for vocabulary development and listening strategy training. The relatively low percentage of disagreement (23%) indicates that only a minority are confident in their ability to understand the message despite not knowing some words. Overall, these findings emphasize the importance of equipping learners with skills to infer meaning from context during lectures.

Diagram 4.11: Distribution of participants by choosing the suitable option for item 5: "During the lecture I can make and pronounce several sentence easily".



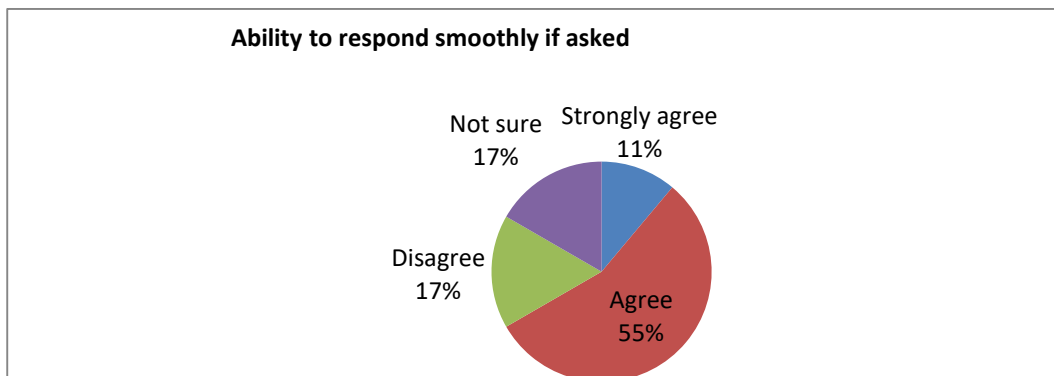
According to Diagram 4.11, a total of 11 participants (29%) selected the option, "Strongly agree", reflecting a high level of confidence in their speaking ability during lectures. The majority—15 participants (39%)—chose the option "Agree", indicating that a significant portion of the participants generally feels comfortable forming and pronouncing sentences while listening.

In contrast, 8 participants (21%) selected the option "Disagree", suggesting that over one-fifth of the participants faces challenges with spontaneous sentence production during lectures, which could be due to anxiety, lack of practice, or limited vocabulary. Additionally, 4 participants (11%) chose "Not sure", possibly reflecting uncertainty about their speaking ability in real-time academic settings.

The results indicate a generally positive self-perception of speaking ability, with (Strongly agree + Agree) 68% feeling capable of forming and pronouncing sentences during lectures. However, the 21% who disagreed shows that a notable portion may require support in building fluency and confidence in academic speaking tasks. The presence of uncertainty in some responses also suggests room for more focused speaking practice or self-assessment activities.

Diagram 4.12: Distribution of participants by choosing the suitable option for item 6:

"During the lecture I can respond smoothly if I am asked any question".

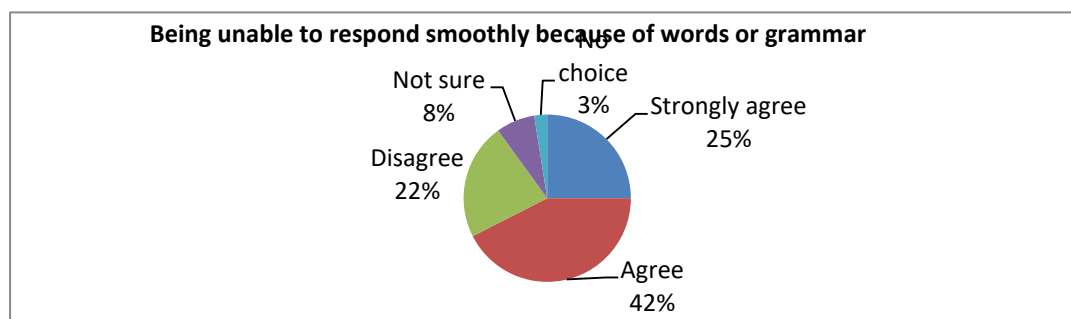


For the sixth item of the questionnaire, as shown in Diagram (4.12), 4 members (representing 11%) selected "Strongly agree", indicating a high level of confidence in responding smoothly during lectures. The majority of the participants, 20 members (55%), chose "Agree", suggesting that most respondents feel reasonably confident when answering questions during lectures, though perhaps not with complete assurance.

Interestingly, an equal number of participants, 6 members each (17%), selected "Disagree" and "Not sure". This reflects that a notable minority either lack confidence in their ability to respond smoothly or are uncertain about their performance in such situations.

Overall, the results demonstrate a generally positive trend in participants' self-perceived responsiveness during lectures, with (66%) expressing agreement. However, the combined (34%) who expressed doubt or disagreement highlights the need for potential strategies to boost confidence and interactive skills during lectures.

Diagram 4.13: Distribution of participants by choosing the suitable option for item 7: "During the lecture I cannot respond smoothly because I do not remember the appropriate words or grammar".



It is clear from diagram (4.13) that (10) participants at a rate of (25 %) answered by choosing "Strongly agree", indicating that a significant number of participants experience noticeable difficulty responding smoothly due to issues

related to word choice or a grammar recall. The majority of (17) participants, at a rate of (42%), chose "Agree", further emphasizing that challenges in language recall are a common issue among the participants.

On the other hand, 9 participants (22%) selected "Disagree", suggesting that nearly a quarter of the sample do not see language recall as a major barrier to their smooth responses during lectures. A smaller group, 3 participants (8%), chose "Not sure", reflecting some uncertainty regarding their own performance. Additionally, 1 participant (3%) did not make any choice, possibly indicating hesitation or lack of opinion on the matter.

Overall, the results reveal that a significant portion of the participants, (67%) acknowledge difficulties in responding smoothly during lectures due to challenges with remembering the correct words or grammar. This highlights an area where further support or targeted training could be beneficial to enhance spontaneous speaking abilities.

Diagram (4.14): Distribution of participants by their choice for Item 8: "I can understand what the teacher is saying, but I cannot orally respond to him smoothly."

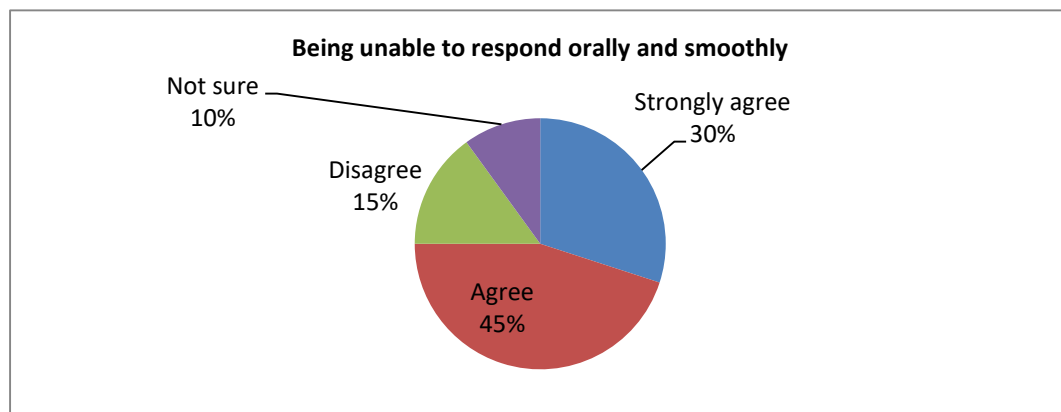


Diagram (4.14) illustrates the distribution of participants' responses regarding their oral communication challenges. A total of 12 participants of the study sample (30%) selected the "Strongly agree" option, indicating a significant proportion who experience noticeable difficulty in speaking despite understanding the teacher. The majority of participants, 18 members (45%), chose "Agree," reinforcing the observation that many learners comprehend spoken language but face obstacles in expressing themselves fluently.

Meanwhile, 6 participants (15%) responded with "Disagree," suggesting that a smaller portion of the sample does not perceive oral response as a major issue.



Additionally, only 4 participants (10%) selected "Not sure," reflecting a minor percentage of uncertainty regarding their ability to respond orally.

This distribution clearly shows that most participants acknowledge an imbalance between their receptive and productive language skills, specifically their listening comprehension and oral fluency. These findings highlight a potential need for more targeted speaking practice and interactive activities in the language learning process to help bridge this gap.

Diagram 4.15: Distribution of participants by choosing the suitable option for item 9: "I can read and understand the entire written sentence".

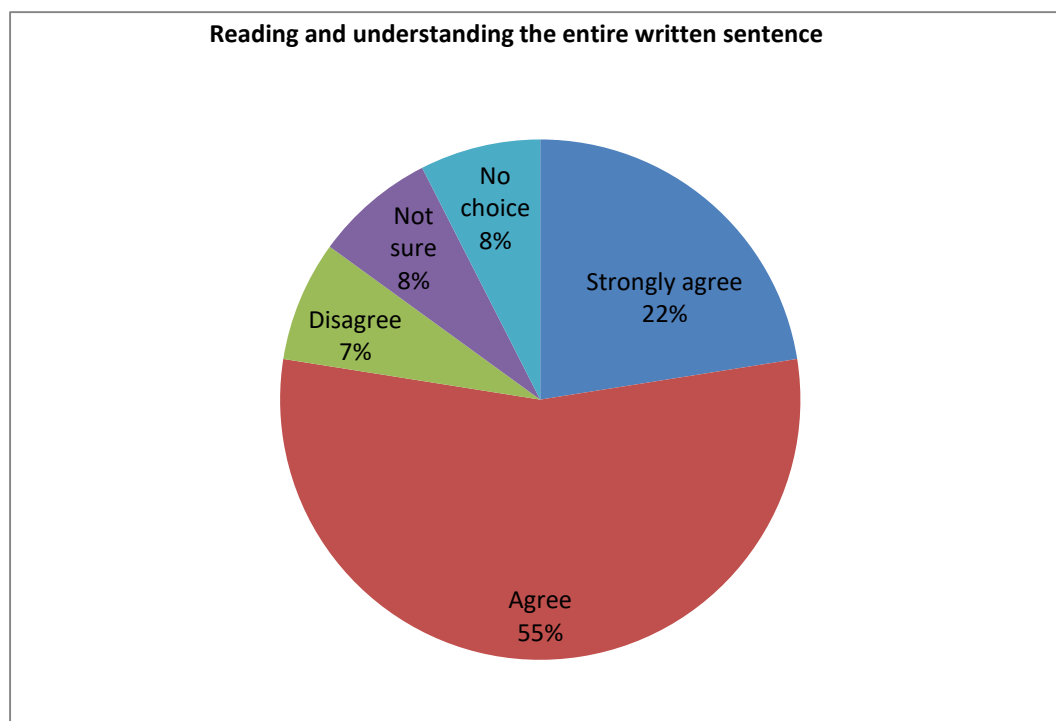
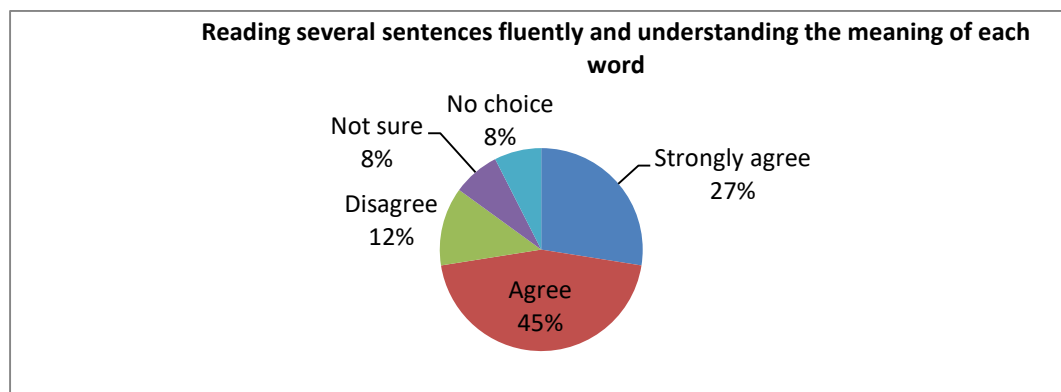


Diagram 4.15 demonstrates how participants assessed their reading comprehension abilities. A total of 9 participants (22%), selected "Strongly agree," showing a solid confidence in their ability to fully understand written sentences. The majority of the participants, 22 members (55%), chose "Agree," indicating that more than half of the participants feel reasonably confident in their reading comprehension.

Meanwhile, an equal number of participants, 3 members each, (8%) selected "Disagree" and "Not sure," suggesting that a small minority either lack confidence in their reading ability or are uncertain about their performance. Overall, the data indicates that most of the study sample possesses a good level of reading comprehension, although a minor portion still faces some challenges or doubts.

Diagram 4.16: Distribution of participants by choosing the suitable option for item 10: "I can read several sentences fluently and try to understand the meaning of each word in the sentence".

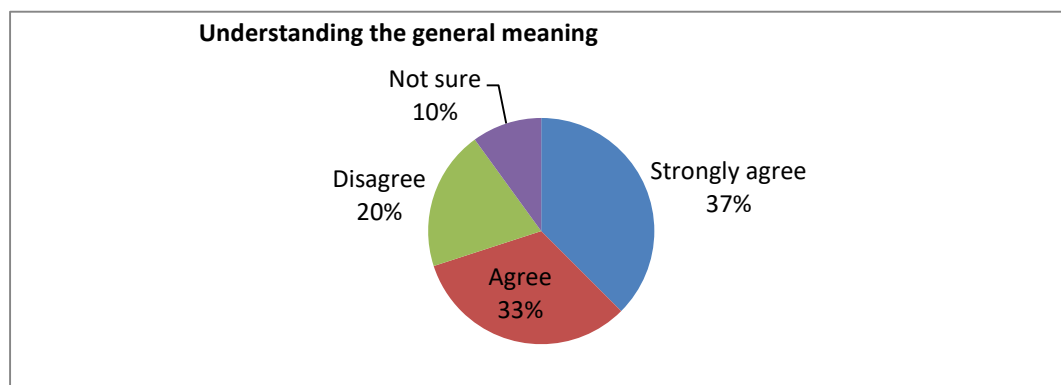


According to Diagram (4.16), 11 members of the participants, (27%) selected "Strongly agree," demonstrating a good level of confidence in their ability to read fluently and focus on understanding individual words within sentences. The majority, 18 participants (45%), chose "Agree," indicating that nearly half of the participants feel fairly comfortable with their reading fluency and comprehension skills.

On the other hand, 5 participants, (12%) selected "Disagree," suggesting that a small portion struggles with reading fluency or detailed word-level understanding. Similarly, 3 participants, (8%) chose "Not sure," indicating some uncertainty about their ability. Additionally, 3 participants (8%) did not respond to this item at all, which might reflect hesitation or indecision.

Overall, the results reveal that most participants demonstrate a reasonably high level of reading fluency and comprehension, although a small segment of the sample experiences difficulties or uncertainty that may need targeted support.

Diagram 4.17: Distribution of participants by choosing the suitable option for item 11: "When reading sentences, I try to understand the general meaning and not focus on knowing the meaning of each word individually".

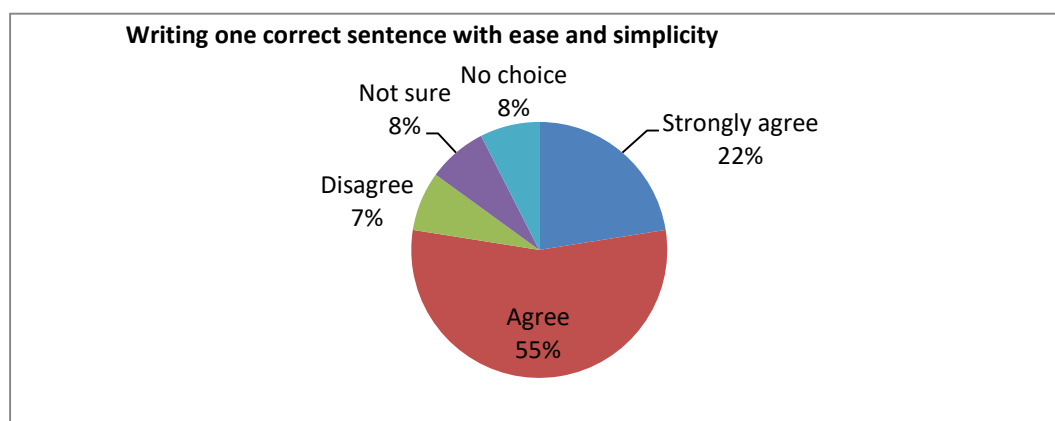


As shown in Diagram (4.17), the majority of the participants, 15 members, (37%), selected "Strongly agree," indicating that a significant portion of participants prioritize grasping the overall meaning of sentences rather than concentrating on each individual word. Additionally, 13 participants, (33%) chose "Agree," further supporting the tendency among most participants to adopt a global reading strategy.

In contrast, only 4 participants, (10%) selected "Not sure," suggesting a small degree of uncertainty regarding their reading approach. The absence of data for "Disagree" and "Strongly disagree" responses highlights that focusing on general meaning is a common and dominant strategy among the participants.

These findings suggest that most learners apply a holistic reading approach, which is often encouraged in language learning to enhance reading fluency and comprehension efficiency.

Diagram 4.18: Distribution of participants by choosing the suitable option for item 12: "I can write one correct sentence with ease and simplicity".



According to Diagram (4.18), 9 participants of the study sample (22%) selected "Strongly agree," indicating a solid level of confidence in their ability to construct a correct sentence effortlessly. The majority, 22 participants (55%), chose "Agree," suggesting that more than half of the participants feel relatively comfortable with basic sentence writing.

Meanwhile, 3 participants (7%) selected "Disagree," showing that a small fraction of the participants face some difficulty in this area. Similarly, 3 participants (8%) chose "Not sure," reflecting a slight uncertainty about their sentence-writing skills. In addition, 3 members (8%) did not respond to this item, which may indicate hesitation, lack of certainty, or oversight.

Overall, these results suggest that most participants possess the ability to construct simple, grammatically correct sentences with ease, although a small

percentage still experiences difficulty or uncertainty that may require further writing practice and support.

Diagram 4.19: Distribution of participants by choosing the suitable option for item 13: "I can write a paragraph with ease and simplicity".

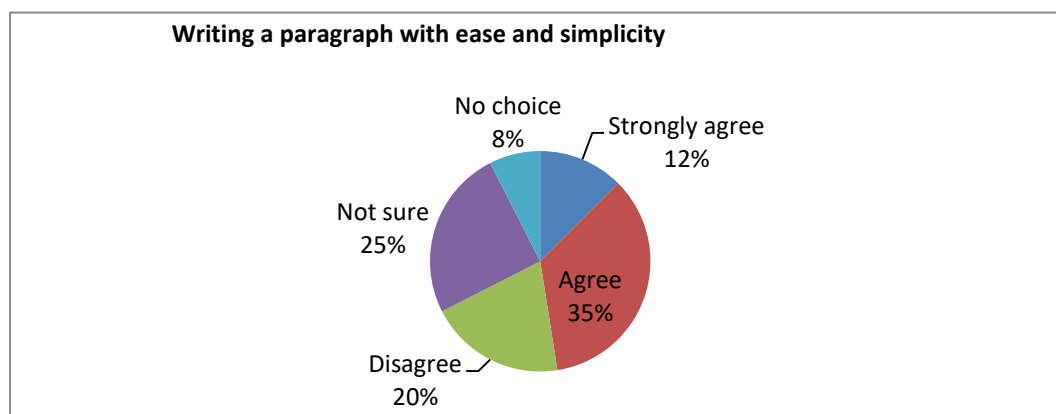
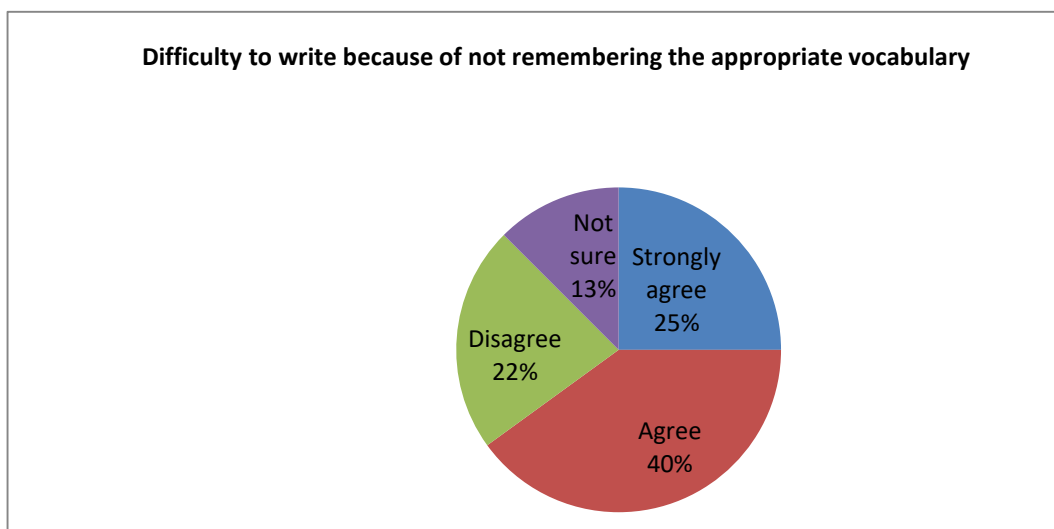


Diagram (4.19) illustrates that 5 participants, (12%), chose "Strongly agree," indicating a limited number who feel highly confident in writing paragraphs easily. The majority, 14 participants, (35%), selected "Agree," suggesting that over one-third of participants feel fairly comfortable in this skill.

However, 8 participants (20%) chose "Disagree," highlighting a notable portion of the sample that finds paragraph writing somewhat challenging. Additionally, 3 participants, (8%) did not respond, which might reflect uncertainty or hesitation in assessing their paragraph-writing abilities.

Generally, while many participants express a moderate level of confidence in writing paragraphs, the relatively higher percentage of "Disagree" responses compared to sentence writing (as seen in Diagram 4.18) suggests that writing longer compositions poses greater difficulty for learners.

Diagram 4.20: Distribution of participants by choosing the suitable option for item 14: "When I want to write an essay, I find it difficult to remember the appropriate vocabulary."

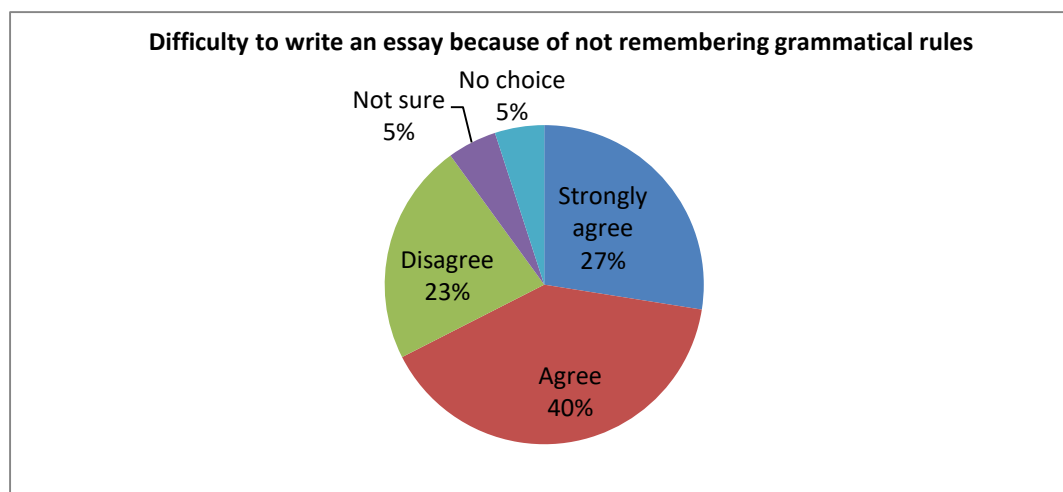


According to Diagram 4.20, 10 participants, (25%), selected "Strongly agree," indicating a noticeable number who struggle significantly with vocabulary recall during essay writing. The majority, 16 participants, (40%), chose "Agree," suggesting that vocabulary retrieval is a common challenge among the participants when engaging in extended writing tasks.

Meanwhile, 9 participants, (22.5%), selected "Disagree," showing that nearly a quarter of the participants do not find vocabulary recall to be a major issue. Additionally, 5 participants, (12.5%), selected "Not sure," reflecting some uncertainty about their vocabulary management during writing.

Overall, these findings confirm that while a good number of participants can manage basic writing tasks, essay writing, especially vocabulary recall, remains a considerable challenge. This suggests the need for more focused vocabulary enhancement strategies and writing practice to build fluency and ease in extended writing.

Diagram 4.21: Distribution of participants by choosing the suitable option for item 15: When I want to write an essay, I find it difficult to remember the grammatical rules.

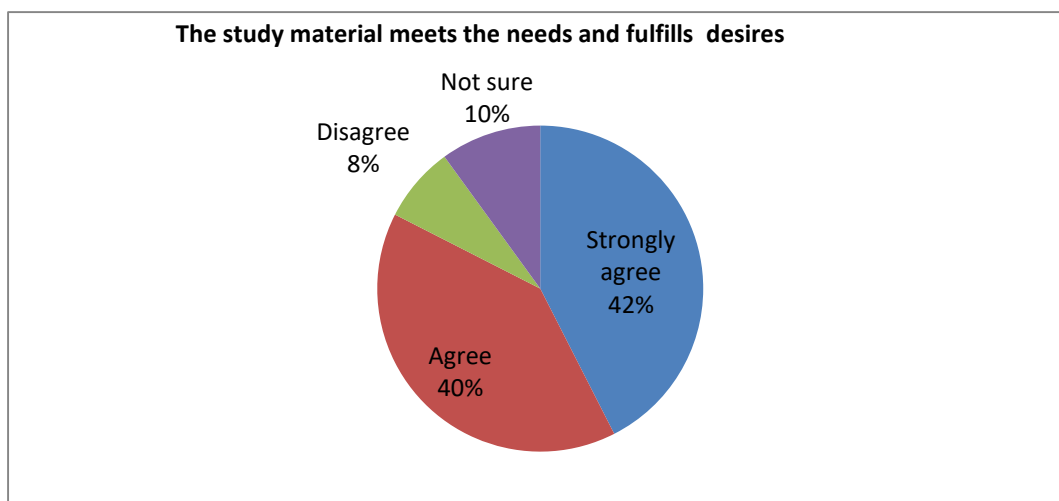


As shown in Diagram (4.21), the distribution of responses to item 15 reveals important insights. A total of 11 participants, representing (27%) of the participants, chose the option "Strongly agree," indicating that they find it difficult to remember grammatical rules when writing essays.

The majority of respondents, 16 participants, (40%), selected the option "Agree," further emphasizing that difficulties with recalling grammar are a common challenge among the participants. On the other hand, 9 participants, accounting for (23%), chose "Disagree," suggesting that a smaller but notable portion of the sample does not experience significant difficulties in this area. Meanwhile, 2 participants, (5%), selected "Not sure," showing some uncertainty about their ability to remember grammatical rules, and another 2 participants, (5%), chose "strongly disagree," reflecting a very small group who feel confident about their grammatical recall when writing.

Overall, the findings suggest that most participants struggle, to varying degrees, with remembering grammar rules during essay writing, highlighting a potential area for instructional focus and support.

Diagram 4.22: Distribution of participants by choosing the suitable option for item 16: "The study material in general meets my needs and fulfills my desires".

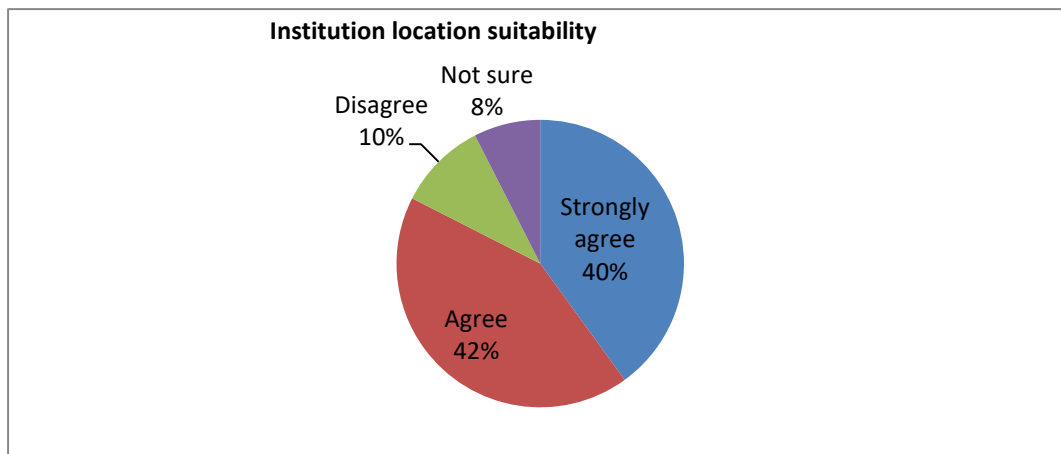


As illustrated in Diagram (4.22), the responses show that a significant majority of the participants are satisfied with the study material. Of the total participants, 17 members (42%) selected "Strongly agree," indicating that they feel the material effectively meets their needs and fulfills their desires. Additionally, 16 participants (40%) chose "Agree," further confirming that a large portion of the group is generally satisfied with the material.

In contrast, only 3 participants, (8%) disagreed, suggesting that a small minority did not feel the material adequately addressed their needs. Furthermore, 4 participants,, (10%) did not make a selection, which could imply uncertainty or indecision regarding their overall satisfaction with the material.

The data indicates a strong overall positive response to the study material, with (82%) of participants either agreeing or strongly agreeing that it meets their needs and desires. This suggests that the material is largely effective in fulfilling the participants' / learners' expectations. The small percentage of participants (8%) who disagreed and the (10%) who did not make a choice could point to areas where the material may need improvement or where more clarity could be provided. However, the dominant trend toward agreement signals that the majority of learners find the material satisfactory and appropriate for their educational needs.

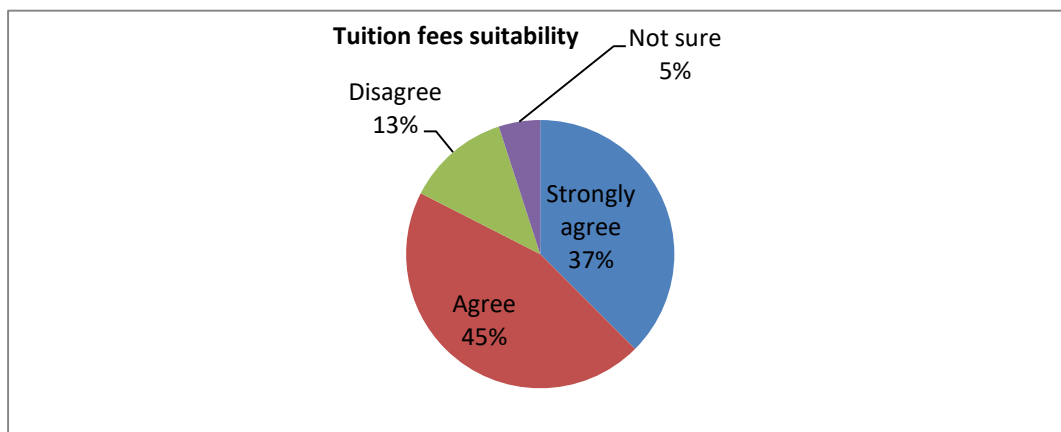
Diagram 4.23: Distribution of participants by choosing the suitable option for item 17: "The location of the institute is suitable for me".



As shown in Diagram (4.23), the responses reveal that the location of the institute is generally seen as suitable by most participants. A total of 16 participants, (40%) selected "Strongly agree," indicating a positive perception of the location. The majority of respondents, 17 participants, (42.5%), chose "Agree," further confirming that the location meets the needs of most learners. However, 4 participants, (10%), selected "Disagree," suggesting that a small portion of the sample felt the location was not ideal for them. Additionally, 3 participants, (7.5%) answered "Not sure," which might reflect uncertainty or indifference regarding the suitability of the location.

The data indicates that a substantial majority of the participants, 82.5% , (40% Strongly agree + 42.5% Agree), find the location of the institute suitable for their needs. This suggests that the location is largely favorable and convenient for most learners / participant. The relatively small proportion of respondents who disagreed (10%), or were unsure (7.5%) implies that while the location is generally well-regarded, there may still be some individuals who find it less convenient or suitable.

Diagram 4.24: Distribution of participants by choosing the suitable option for item 18: "The tuition fees are suitable for me".





As illustrated in Diagram (4.24), the majority of participants find the tuition fees suitable. A total of 15 participants, (37%), selected "Strongly agree," indicating that a significant portion of the participants finds the fees very appropriate. Additionally, 18 participants, (45%) chose "Agree," further reinforcing the notion that the tuition fees are generally considered reasonable. However, 5 participants, (13%), Disagreed, suggesting that a small group of respondents feel that the fees may not be suitable for them. Only 2 participants, (5%) selected "Not sure," reflecting a minimal level of uncertainty or indifference regarding the tuition fees

The data indicates a strong positive response toward the suitability of tuition fees, with a combined total of 82% (37% Strongly agree + 45% Agree) expressing satisfaction with the fees. This suggests that the majority of participants perceive the fees as reasonable and fitting with their financial expectations. However, the (13%) who disagreed indicates that there is a small but notable portion of the group who feel the fees are not suitable, potentially reflecting financial constraints or dissatisfaction with the fee structure. The (5%) who were unsure about the fees further reinforces the idea that while most participants are satisfied, a small fraction remains uncertain or indifferent. Overall, the results suggest that, for the most part, the tuition fees are deemed appropriate by the learners, though attention could be given to the minority who expressed dissatisfaction or uncertainty.

### 5.0. Conclusion

This study provides an insightful self-evaluation of English language learners, examining the motivations, challenges, and obstacles that shape their learning experiences. The findings reveal that while learners/participants demonstrated relative strengths in reading comprehension, they encountered significant challenges in speaking and writing fluency. Oral communication difficulties were particularly noticeable in listening comprehension and responding fluidly to questions, while writing difficulties were primarily associated with vocabulary recall and grammar application.

Moreover, participants expressed clear preferences for instructional methods, with a significant majority favoring native English-speaking teachers. These results highlight the importance of developing targeted pedagogical strategies to improve learners' overall English proficiency and boost their confidence in using the language.

The data analysis also reveals key motivations behind learners'/participants decision to enroll in the English course. Notably, 67.5% of the sample cited

housing-related reasons for pursuing the course, while 47.5% enrolled to enhance their understanding of transportation-related vocabulary. Similarly, 47.5% joined the course to improve their ability to communicate in restaurants, and 42.5% sought to be able to inquire about specific places. Additionally, 77.5% of the sample expressed a desire to confidently answer questions when asked, indicating the practical application of English in real-life contexts.

### **Recommendations**

Based on the findings, the following recommendations are proposed:

1. **Enhanced Speaking and Listening Practice** - Integrate more interactive activities such as role-plays, discussions, and listening exercises to improve oral communication skills.
2. **Writing Skill Development** - Implement structured writing tasks with step-by-step guidance on vocabulary usage, grammar application, and sentence construction.
3. **Flexible Course Scheduling** - Consider offering alternative class schedules to accommodate learners' availability and improve engagement.
4. **Instructor Training** - Provide professional development for instructors to adopt learner-centered approaches that address specific language challenges.
5. **Use of Multimodal Teaching Strategies** - Incorporate audiovisual materials and digital resources to reinforce language acquisition in diverse contexts.

### **Further Studies**

Future research could explore the following areas:

1. **Longitudinal Studies on Learner Progress** - Examining learners' proficiency development over time to assess the long-term effectiveness of different instructional methods.
2. **Impact of Instructor Language Background** - Investigating how native versus non-native English-speaking instructors influence learners' confidence and skill acquisition.
3. **Technology Integration in Language Learning** - Evaluating the role of online platforms, AI tools, and mobile applications in enhancing English proficiency.
4. **Psychological Factors in Language Learning** - Exploring the role of motivation, anxiety, and self-efficacy in learners' success.
5. **Comparative Studies Across Learning Environments** - Comparing the experiences of learners in ESL versus EFL contexts to identify contextual differences in learning challenges and strategies.

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## Appendix

بسم الله الرحمن الرحيم

### Sudanese Learners' of English in Uganda: Motivations, Challenges and Obstacles

A questionnaire on the factors that affect the effectiveness of acquiring and learning the English language and the obstacles facing Sudanese learners studying English language in the city of Kampala, the capital of Uganda.

Thank you for filling out the questionnaire, which is conducted for scientific research purposes only.

Please choose the answer that is appropriate for you.

We hope you will kindly fill out the questionnaire, which is for scientific research purposes only. May God reward you. We hope you will kindly choose the appropriate answer for you.

#### Part One :

**Gender:** Male ☐ Female ☐

**Educational Level:** High School ☐ University ☐ Post-University ☐

**Age:** Less than 20 ☐ 20-30 ☐ 30-40 ☐ above 40 ☐

#### Part Two:

How do you rate your level of English before the start of the course?

Weak ☐ Average ☐ Above Average ☐ Good ☐ Excellent ☐

#### Part Three:

What are the reasons that prompted you to learn English?

So that I can deal with people in the following situations:

Housing ☐ Transportation ☐ Restaurants ☐ Shopping ☐

When asking about certain places ☐ Answering someone's questions ☐

#### Part Four:

Would you prefer a teacher whose mother's tongue is...?

English ☐ Arabic ☐

**Part Five:**

**If there is a chance for change, what would you like to change?**

The teacher ☐ Lecture time ☐ Lecture days ☐ Listening and speaking part ☐  
the textbook ☐ Reading part ☐

**Part Six:**

No.	Listening and Speaking	Strongly Agree	Agree	Disagree	Not Sure
1	During the lecture, I can understand all the spoken words easily.				
2	During the lecture, I can understand the entire spoken sentences easily.				
3	During the lecture, I understand the general meaning of the sentence. I do not focus on the words individually.				
4	During the lecture, I sometimes do not understand the meaning of some sentences because I do not understand the meaning of some words.				
5	During the lecture I can make and pronounce several sentences easily.				
6	During the lecture I can respond smoothly if I am asked any question.				
7	During the lecture I cannot respond smoothly because I do not remember the appropriate words or grammar.				
8	I can understand what the teacher is saying, but I cannot respond to him/her orally smoothly.				
<b>Reading</b>					
9	I can read and understand the entire written sentence.				
10	I can read several sentences fluently and try to understand the meaning of each word in the sentence.				
11	When reading sentences, I try to understand the general meaning and not focus on knowing the meaning of each word individually.				
<b>Writing</b>					
12	I can write one correct sentence with ease and simplicity.				
13	I can write a paragraph with ease and simplicity.				
14	When I want to write an essay, I find it difficult to remember the appropriate vocabulary.				
15	When I want to write an essay, I find it difficult to remember the grammar rules.				
<b>General</b>					

16	The study material in general meets my needs and fulfills my desires.				
17	The location of the institute is suitable for me.				
18	The tuition fees are suitable for me.				